

Tool For Improvement

	4- Significant Use	3- Sufficient Use	2 – Some Use	1 – Sparse Use
Teacher's Will....				
Have high Levels of Student Engagement CEI Exhibited <ul style="list-style-type: none"> Student-Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Learner Differences 	<ul style="list-style-type: none"> <u>Students were in charge of their learning.</u> (Did not observe Lecture/Direct Instruction) <u>Teacher acts as a coach, not a lecturer</u> <p>AND/OR</p> <ul style="list-style-type: none"> Students were observed <u>working with the content in a relevant way</u> - creating conditions where <u>all students were asking questions to seek further answers.</u> <p>Examples:</p> <ul style="list-style-type: none"> Students were observed <u>leading instruction, giving a presentation, completing group or individual projects/tasks; they were part of productive group work or part of small group instruction, project-based learning, or provided collaborative opportunities.</u> (Active engagement) Students were talking about <u>their learning or immersed in the subject matter</u> Students were observed <u>asking questions of their peers as part of the learning process</u> 	<ul style="list-style-type: none"> <u>Students were mostly in charge of their learning.</u> (Observed little Lecture/Direct Instruction) <u>Teacher mostly acts as coach, not lecturer</u> <p>AND/OR</p> <ul style="list-style-type: none"> Students were observed <u>working with the content in a relevant way</u> - creating conditions where <u>most students had the opportunity to ask questions to seek further answers.</u> <p>Examples:</p> <ul style="list-style-type: none"> Students were observed <u>leading instruction, giving a presentation, completing group or individual projects/tasks; they were part of productive group work or part of small group instruction, project-based learning, or provided collaborative opportunities.</u> (Active engagement) Students were talking about <u>their learning or immersed in the subject matter</u> Students were observed <u>asking questions of their teacher and/or their peers as part of the learning process</u> 	<ul style="list-style-type: none"> Students were somewhat in charge of their learning (Observed much Lecture/Direct Instruction) <p>AND/OR</p> <ul style="list-style-type: none"> Students were observed working with the content - creating conditions where <u>some</u> students had the opportunity to ask questions to seek further answers. <p>Examples:</p> <ul style="list-style-type: none"> Students were somewhat observed leading instruction, giving a presentation, completing group or individual projects/tasks; they were somewhat part of productive group work or part of small group instruction, project-based learning, or collaborative opportunities. Students were talking about their learning or immersed in the subject matter for some part of the lesson Students were observed asking questions of their teachers as part of the learning process 	<ul style="list-style-type: none"> Students were little or not in charge of their learning (Observed mostly or only Lecture/Direct Instruction) <p>AND/OR</p> <ul style="list-style-type: none"> Students were not observed working with the content in a relevant way - creating conditions where <u>no</u> students had the opportunity to ask questions to seek further answers. <p>Examples:</p> <ul style="list-style-type: none"> Students were observed little or never leading instruction, giving a presentation, completing group or individual projects/tasks; they were, a little or not at all, part of productive group work or part of small group instruction, project-based learning, or collaborative opportunities. Students were not given the opportunity to talk about their learning or immersed in the subject matter for some part of the lesson Students were not observed asking questions of their teacher and/or their peers as part of the learning process

Tool For Improvement

	4- Significant Use	3- Sufficient Use	2 – Some Use	1 – Sparse Use
Teacher's Will....				
<p>**Have their Learning Target - Posted, Verbalized, and have Student Awareness</p> <p>CEI Exhibited</p> <ul style="list-style-type: none"> Student-Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Learner Differences 	<ul style="list-style-type: none"> ☛ <u>The GLB Learning Target was posted and visible by students or visitors</u> ☛ <u>The Daily Target was posted and was visible by students or visitors.</u> <p>AND</p> <ul style="list-style-type: none"> ☛ <u>The teacher described the Learning Targets in detail as part of lesson design</u> ☛ <u>Students were included in a discussion of the Learning Target(s)</u> ☛ <u>When asked, all students could verbalize specifically and clearly what they were learning and how they were learning, why they were learning it, and how their learning would be measured.</u> <p>Examples</p> <ul style="list-style-type: none"> ➤ There is a dedicated space for GLB Target ➤ There is a dedicated space for the Daily Target ➤ <u>Students reflected on the target or discussed as a group or class as a classroom routine</u> 	<ul style="list-style-type: none"> ☛ <u>The GLB Learning Target was posted and visible by students or visitors</u> ☛ <u>The Daily Target was posted and was visible by students or visitors.</u> <p>AND</p> <ul style="list-style-type: none"> ☛ <u>The teacher described the Learning Target as part of lesson design</u> ☛ <u>When asked, most students could verbalize what they were learning and how they were learning, why they were learning it, and how their learning would be measured.</u> <p>Examples</p> <ul style="list-style-type: none"> ➤ There is a dedicated space for GLB Target ➤ There is a dedicated space for the Daily Target ➤ <u>Discussion of the what, how, and how will they know involved only the teacher</u> 	<ul style="list-style-type: none"> ☛ The GLB Learning Target was posted but not visible by students or visitors ☛ The Daily Target was posted but was not visible by students or visitors. <p>AND</p> <ul style="list-style-type: none"> ☛ The teacher described the Learning Target somewhat and did not seem to be routine in lesson design ☛ Students could verbalize what they were learning and how they were learning, why they were learning it, and how their learning would be measured. <p>Examples</p> <ul style="list-style-type: none"> ➤ The Learning Targets were difficult to locate in the classroom ➤ Discussion of the what, how, and how will they know involved only the teacher or did not take place at all. 	<ul style="list-style-type: none"> ☛ The GLB Learning Target was not posted ☛ The Daily Target was not posted <p>AND</p> <ul style="list-style-type: none"> ☛ The teacher did not describe the Learning Target ☛ When asked, few or none of the students could verbalize what they were learning and how they were learning, why they were learning it, and how their learning would be measured. <p>Examples</p> <ul style="list-style-type: none"> ➤ Discussion of the what, how, and how will they know involved not take place at all. ➤ Students answered with "I don't know" when asked about the Learning Target(s)

Tool For Improvement

	4- Significant Use	3- Sufficient Use	2 – Some Use	1 – Sparse Use
Teacher's Will....				
Utilize Formative Assessment Used to determine Learning Needs CEI Exhibited <ul style="list-style-type: none"> Student-Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Learner Differences 	<ul style="list-style-type: none"> The teacher <u>assessed students multiple times</u> The teacher <u>used a variety of different formative assessment types</u> The assessments allowed teachers to <u>determine the needs of ALL students</u> <p>AND/OR</p> <ul style="list-style-type: none"> The teacher <u>provided verbal feedback to ALL students where "right now" changes were observed</u> The teacher used a <u>peer/student critique process to help students improve learning "right now"</u> <p>Examples</p> <ul style="list-style-type: none"> Formal <u>formative assessments</u> (quiz, Quick-write, write/pair/share, ticket out the door, journaling, etc.) were used Informal <u>formative assessments</u> (questioning, observation, checklist, individual conferencing, turn to your partner, etc.) were used The teacher <u>monitored all students as they worked to provide a "check for understanding"</u> Students <u>used critiques, data booklets or tuning protocol to assess their progress</u> 	<ul style="list-style-type: none"> The teacher <u>assessed students at least one time</u> The teacher <u>used one or two different formative assessment types</u> The assessments allowed the teacher to <u>determine the needs of ALL students</u> <p>AND/OR</p> <ul style="list-style-type: none"> The teacher <u>provided verbal feedback to ALL students where "right now" changes were observed</u> <p>Examples</p> <ul style="list-style-type: none"> Formal <u>formative assessments</u> (quiz, Quick-write, write/pair/share, ticket out the door, journaling, etc.) were used Informal <u>formative assessments</u> (questioning, observation, checklist, individual conferencing, turn to your partner, etc.) were used The teacher <u>monitored all students as they worked to provide a "check for understanding"</u> 	<ul style="list-style-type: none"> The teacher assessed some students once The teacher used one type of formative assessment The assessment allowed the teacher to determine the needs of <u>Some</u> students <p>AND/OR</p> <ul style="list-style-type: none"> The teacher provided verbal feedback to <u>Some</u> students but "right now" changes were not observed or only observed with a few students <p>Examples</p> <ul style="list-style-type: none"> One type of formal formative assessments (quiz, Quick-write, write/pair/share, ticket out the door, journaling, etc.) was used but the type used provided data on only some students' needs One type of informal formative assessments (questioning, observation, checklist, individual conferencing, turn to your partner, etc.) was used, but the type used provided information on only some students' needs The teacher monitored only some students as they worked to provide a "check for understanding" 	<ul style="list-style-type: none"> The teacher <u>did not</u> assess students The teacher <u>did not</u> use formative assessment <p>AND/OR</p> <ul style="list-style-type: none"> The teacher <u>did not</u> provide verbal feedback to students <p>Examples</p> <ul style="list-style-type: none"> Formal formative assessment (quiz, Quick-write, write/pair/share, ticket out the door, journaling, etc.) did not take place Informal formative assessments (questioning, observation, checklist, individual conferencing, turn to your partner, etc.) did not take place The teacher did not monitor students as they work to provide a "check for understanding"

Tool For Improvement

	4- Significant Use	3- Sufficient Use	2 - Some Use	1 - Sparse Use
Teacher's Will....				
**Scaffold the Level of Bloom's Taxonomy in instruction - focusing on the top levels CEI Exhibited <ul style="list-style-type: none"> Student-Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Learner Differences 	<ul style="list-style-type: none"> The teacher scaffolded from the previous lesson getting to the <u>highest levels of thinking</u> <u>Opportunities to draw conclusions or create products was observed</u> <u>The teacher acted as coach rather than a lecturer</u> <p>AND/OR</p> <ul style="list-style-type: none"> <u>Students used "metacognition" multiple times</u> <u>Students used tools to solve problems, organize presentations, make and/or justify answers, produce or create content, develop processes of thinking or create new products at the highest level of thinking (top 3)</u> <p>Examples</p> <ul style="list-style-type: none"> Scaffold (moving from low level of thinking to <u>high levels of thinking</u> during the lesson or builds from one lesson to another) of concepts was observed <u>Multiple opportunities for "Metacognition" (Students reflect on their thought processes related to the lesson/problem/concept) were observed</u> <u>True project-based learning (the GLB is turned into a problem or idea where students explore and create) was observed</u> 	<ul style="list-style-type: none"> The teacher scaffolded the lesson from the previous lesson getting to <u>higher levels of thinking</u> <u>Opportunities to draw conclusions or create products was observed</u> <u>The teacher acted as a coach rather than a lecturer</u> <p>AND/OR</p> <ul style="list-style-type: none"> <u>Students used "metacognition" at least once</u> <u>Students used tools to solve problems, organize presentations, make and/or justify answers, produce or create content, develop processes of thinking or create new products at high levels of thinking (top 4)</u> <p>Examples</p> <ul style="list-style-type: none"> Scaffold (moving from low level of thinking to <u>high levels of thinking</u> during the lesson or builds from one lesson to another) of concepts was observed <u>An opportunity for "Metacognition" (Students reflect on their thought processes related to the lesson/problem/concept) was observed</u> <u>True project-based learning (the GLB is turned into a problem or idea where students explore and create) was observed</u> 	<ul style="list-style-type: none"> The teacher appeared to scaffold the lesson from the previous lesson but did not get to higher levels of thinking Brief opportunities to draw conclusions or create products were observed but was at a lower level of thinking <p>AND/OR</p> <ul style="list-style-type: none"> Student were given under-developed "metacognitive" tasks Students used tools to solve lower level problems, presentations, make and/or justify answers, produce or create lower level content, develop lower level processes of thinking or create lower level products (bottom 3) <p>Examples</p> <ul style="list-style-type: none"> Scaffold (moving from low level of thinking to high levels of thinking during the lesson or builds from one lesson to another) took place Developed opportunities for "Metacognition" (Students reflect on their thought processes related to the lesson/problem/concept) was not observed True project-based learning (the GLB is turned into a problem or idea where students explore and create) was not observed, but project-oriented learning was observed 	<ul style="list-style-type: none"> The teacher did not appear to scaffold the lesson from the previous lesson and stayed at the lowest levels of thinking No opportunities to draw conclusions or create products was observed or they were at the lowest level of thinking <p>AND/OR</p> <ul style="list-style-type: none"> Student did not think in a "metacognitive" way Students somewhat used tools to solve low level problems, presentations, make and/or justify answers, produce or create low level content, develop low level processes of thinking or create lower level products (bottom 2) <p>Examples</p> <ul style="list-style-type: none"> Scaffold (moving from low level of thinking to high levels of thinking during the lesson or builds from one lesson to another) was not evident Opportunities for "Metacognition" (Students reflect on their thought processes related to the lesson/problem/concept) was not observed True project-based or even project-oriented learning (the GLB is turned into a problem or idea where students explore and create) was not observed

Tool For Improvement

	4- Significant Use	3- Sufficient Use	2 - Some Use	1 - Sparse Use
Teacher's Will....				
Use Instructional Techniques to help students CEI Exhibited <ul style="list-style-type: none"> Student Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Understanding 	<ul style="list-style-type: none"> A variety of <u>"best practice" instructional techniques were observed</u> <p>AND</p> <ul style="list-style-type: none"> Multiple opportunities were observed where students practiced and rehearsed a concept or skill in an in-depth way <p>Examples</p> <ul style="list-style-type: none"> Multiple "Best Practice" instructional techniques (classroom-proven, research-driven ideas to increase student learning) were evident and observed A variety of <u>instructional techniques (teaching method or tool) were evident and observed</u> A variety of <u>Differentiated instructional techniques (providing students a choice on their content, process, or product) were evident and observed</u> Multiple opportunities and a variety of ways to practice the concept providing "long term" learning were evident and observed 	<ul style="list-style-type: none"> <u>At least one "Best Practice" instructional technique was observed</u> <p>AND</p> <ul style="list-style-type: none"> At least one opportunity was observed where students practiced and rehearsed a concept or skill in an in-depth way <p>Examples</p> <ul style="list-style-type: none"> A "Best Practice" instructional technique (classroom-proven, research-driven ideas to increase student learning) was evident and observed An <u>instructional technique (teaching method or tool) was evident and observed</u> A <u>Differentiated instructional technique (providing students a choice on their content, process, or product) was evident and observed</u> Multiple opportunities to practice the concept providing "long term" learning were observed 	<ul style="list-style-type: none"> One or more instructional techniques were observed, but unclear they were "best practice" <p>AND</p> <ul style="list-style-type: none"> A brief opportunity was observed where students practiced and rehearsed a concept or skill but was not in-depth <p>Examples</p> <ul style="list-style-type: none"> "Best Practice" instructional techniques (classroom-proven, research-driven ideas to increase student learning) were somewhat evident and somewhat observed Instructional techniques (teaching method or tool) were somewhat evident and somewhat observed Differentiated instruction techniques (providing students a choice on their content, process, or product) were somewhat evident and somewhat observed Multiple opportunities to practice the concept providing "long term" learning was somewhat observed 	<ul style="list-style-type: none"> One instructional technique was observed, but unclear it is "best practice" <p>AND</p> <ul style="list-style-type: none"> No opportunities were observed where students practiced and rehearsed a concept or skill <p>Examples</p> <ul style="list-style-type: none"> Best Practice" instructional techniques (classroom-proven, research-driven ideas to increase student learning) were not evident and not observed Instructional techniques (teaching method or tool) were not evident and not observed Differentiated instruction techniques (providing students a choice on their content, process, or product) were not evident and not observed Multiple opportunities to practice the concept providing "long term" learning was not observed